DOCUMENT RESUME

ED 141 630 08 CE 011 963

TITLE	An Adult Prescriptive Program for Levels of Employment--Career Oriented Education (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Booklet 5. Instructional Packet. Health Services Employees.
INSTITUTION	Lafayette Parish Vocational Center, La.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
BUREAU NO	V0016VA
PUB DATE	[75]
GRANT	OEG-0-74-1811
NOTE	61p.; For related documents see CE 011 961-967
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Career Education; Curriculum Design; Curriculum Guides; *Daily Living Skills; Health Services; *Job Skills; Job Training; *Lesson Plans; *Mathematics Instruction; *Reading Instruction
IDENTIFIERS	Louisiana

ABSTRACT

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This fifth booklet outlines a prescriptive career-oriented adult instructional program (an individualized program of study prescribed according to each worker's specific job requirements and proficiency level in math and reading skills) for undereducated health services employees. (Booklets 4, 6, and 7 are the other instructional packets developed in each of the following areas: Construction, manufacturing, and municipal government.) This booklet contains 21 one- to two-page lesson plans in which reading or math are taught in conjunction with specific job-related tasks to help workers increase their job performance as they become more proficient in reading and math. Each lesson plan in outline format includes the following: Title; identification as a reading or mathematics instructional plan for a specific level; related career knowledge area; the specific skill being taught; behavioral objectives; lists of instructional activities, procedures, and teacher materials (printed materials for reading skill instruction are attached); and suggested type of evaluation. (EM)

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ED141630

AN ADULT PRESCRIPTIVE PROGRAM FOR LEVELS OF EMPLOYMENT— CAREER ORIENTED EDUCATION (APPLE CORE)

An Adult Education Curriculum Guide
based on
Instructional Materials Related to the
Occupational Needs of Employees
(Developed and Prepared by Project Apple Core Staff)

Bulletin #1258

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

BOOKLET 5
Instructional Packet
Health Services Employees

Adult Education Act of 1966, as amended,
through the Division of Adult Education,
United States Office of Education
Department of Health, Education, and Welfare

Grant Number OEG-0-74-1811
Project Number V0016VA

DE011963

INSTRUCTIONAL PACKET

HEALTH SERVICE EMPLOYEES

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Forms LEVEL: L 2

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given the price of each item of a complete uniform, the student will compute total cost and multiple item costs.

II. INSTRUCTIONAL ACTIVITIES

Addition and multiplication of decimals in monetary form.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. The price of items of uniforms for male health service employees are listed below:

Item	Price
Shoes	$12.00
Shirt	$ 7.00
Pants	$ 8.00
Jacket	$10.00
Cap	$ 3.50

B. Answer the following questions:

1. What is the cost of three shirts?
2. What is the cost of two pairs of shoes?
3. What is the cost of a complete uniform?

IV. TEACHER MATERIALS

Uniform price chart.

V. EVALUATION

Teacher made materials.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Equipment LEVEL: L2 - L3

EDUCATIONAL SKILL: Comprehension

I. INSTRUCTIONAL OBJECTIVES

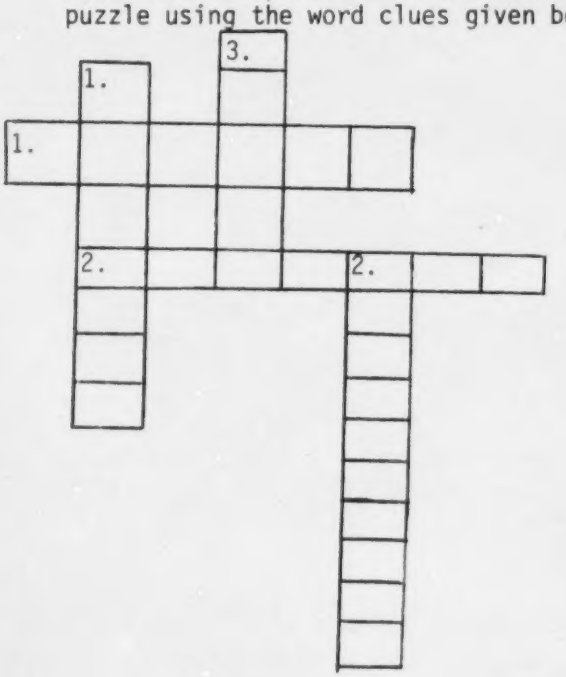
After reading a given selection, the student will complete a crossword puzzle using a list of word clues.

II. INSTRUCTIONAL ACTIVITIES

Word meanings.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Read "How to Operate a Mixer" and then complete the crossword puzzle using the word clues given below.



Across

1. to choose
2. to fix in position

Down

1. suitable
2. something that fastens on
3. separate objects

Answers:

Across
1. select
2. install

Down
1. desired
2. attachment
3. items

IV. TEACHER MATERIALS

A. Crossword puzzle.

B. Mixer Operating Procedures.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Mixer Operating Procedures.

THE MIXER

Small Kitchen Machines No. 4

The vertical food mixer is a very necessary piece of equipment for a kitchen operation. A variation of sizes are available to fit any operation.

Table models are well suited to the salad department. Floor models speed production in the main kitchen area. These mixers are heavy-duty, therefore anything from whipped topping to meat loaves can be mixed in them.

The floor models are designed with an off-the-floor base for speedy cleanup and sanitation assurance.

Each attachment–beater or whip–is designed to rotate on its axis opposite to the direction in which it moves around the bowl. This feature, called planetary action, accounts for thorough blending, mixing, and aerating of all ingredients, resulting in consistent, predictable results in a finished product.

The standard controls are centralized:

The first control to be concerned with is the hand lever which adjusts the height of the bowl. It is located on the middle, right-hand side of the machine column (Diag. A.). The bowl can thus be raised or lowered.

Diagram A

Located on the same side of the unit is the speed selector (Diag. B.) This lever operates the mixer in low, intermediate, and high speeds. Some of the larger mixers have four speeds. Also, depending on the mixer, speeds can be either pre-selected or changed during operation.

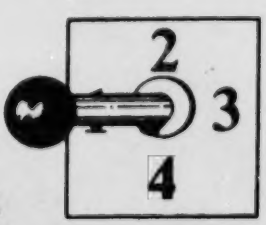
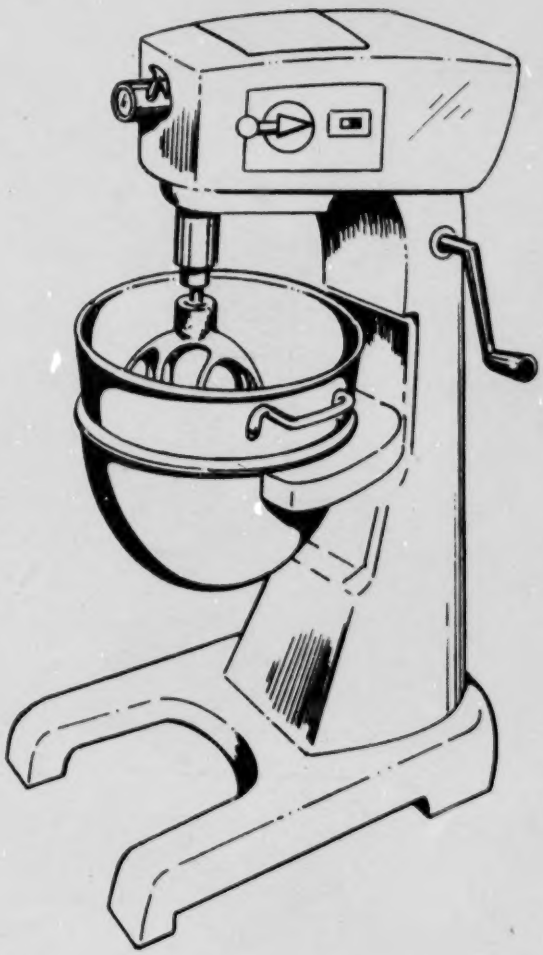


Diagram K



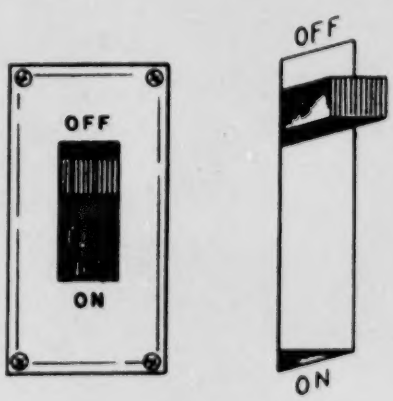


Diagram B

The next standard control, located quite near the speed selector, is the switch that turns the mixer on (Diag. C.) Its appearance and location will vary depending on the size of the mixer.

HOW TO OPERATE A MIXER

1. Install the bowl on the mixer, correctly, using a large enough bowl to hold the item to be mixed without danger of its spilling over onto the floor. Make sure the bowl is not too heavy to handle.

2. Select the proper agitator, or attachment, for the job.

3. Lift the bowl up to the desired height.

4. Check to make sure the speed selector is on low speed.

5. Turn the mixer on.

6. Select the speed desired to complete the product.

NOTE: Be careful that loose clothing is not caught in the moving parts of the machine. Make sure that loose items cannot fall into the equipment or that small utensils used around the mixer are not dropped into the bowl. Always stop the mixer before attempting to remove contents.

HOW TO CLEAN A MIXER

Vertical mixers are quite simple to clean. The bowl and agitators can be washed in a sink and the machine column and base can be wiped off daily to keep them free from splash marks and dust.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Safety LEVEL: L 3

EDUCATIONAL SKILL: Study Skills

I. INSTRUCTIONAL OBJECTIVES

A. The worker will abstract specific information from a pamphlet.

B. The worker will list in order the process of artificial respiration.

II. INSTRUCTIONAL ACTIVITIES

A. Reading for information.

B. Outlining.

C. Following directions.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Answer the following questions:

1. What should you do if someone had a heart attack?

2. What should you do for a snake bite?

B. What are the steps which should be taken in all emergencies?

C. List the steps necessary to administer artificial respiration.

IV. TEACHER MATERIALS

A. Life or Death.

B. Safety Chart.

V. EVALUATION

A. Teacher evaluation.

B. Practical application of artificial respiration.

VI. BIBLIOGRAPHY

A. Life or Death. The Economic Press, Inc., West Orange, New Jersey, 1961.

B. Safety chart.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Forms LEVEL: L 2

EDUCATIONAL SKILL: Phonics

I. INSTRUCTIONAL OBJECTIVES

A. Given a group of five words, the student will determine which word contains a long vowel sound.

B. Given a list of words, the student will underline the long vowel and cross out the silent vowel.

C. Given a list of words, the student will list all of the vowels contained in each word and designate which vowel is a long vowel.

II. INSTRUCTIONAL ACTIVITIES

Long vowel sounds.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Underline the word in each row that has a long vowel sound. Read the words. Give the long vowel sound of the vowel.

"o"	1.	come	corn	code	cap	car
"i"	2.	item	rid	ink	bill	rip
"a"	3.	mat	each	loan	date	small
"e"	4.	learn	chief	send	every	smile
"U"	5.	up	soup	much	busy	used

B. Read each word. Put a line under the long vowel you hear in each word. Cross out the vowels which are silent.

code	date	complete
item	labor	take
side	used	follow
main	chief	indicate

C. Look at the words listed below. Write the vowels (a, e, i, o, u) you see. Read the words. Write the long vowels you hear.

	Word	Vowels	
		See	Hear
1.	completed	o e e	e
2.	codes	o e	o
3.	chief	i e	e
4.	taken	a e	a
5.	date	a e	a
6.	following	o o i	o
7.	items	i e	i
8.	labor	a o	a
9.	used	u e	u
10.	maintenance	a i e a e	a

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Work Order Request form.

LAFAYETTE CHARITY HOSPITAL
LAFAYETTE, LOUISIANA

WORK ORDER REQUEST

Order No._____
Date_____

TO: CHIEF MAINTENANCE ENGINEER
SUPT. BUILDINGS & GROUNDS (circle one)

REQUEST REPAIR OF/CHECK ON FOLLOWING ITEM OF ITEMS:

_____

_____

_____

ITEM (s) CODES:

_____ _____

_____ _____

_____
(Signature) (Department)

Department No._____

ACTION TAKEN BY MAINTENANCE OR PREVENTIVE MAINTENANCE WORK PERFORMED:

REQUEST RECEIVED:_____ TYPE OF MAINTENANCE: ___ PM, ___ MAIN, ___ OUTSIDE
(date) (hour)

COMMENCED REPAIR WORK OR PREVENTIVE MAINTENANCE:_____
(date) (hour)

COMPLETED REPAIR WORK OR PREVENTIVE MAINTENANCE:_____
(date) (hour)

MATERIAL USED AND COST OR LABOR MAN HOURS USED: _____ _____ _____
_____ _____ _____

REMARKS/COMMENTS AND DESCRIPTION OF WORK:_____

_____

_____
(List above Preventive Maintenance performed during period indicated)

Work Code No.:_____ _____
(Maintenance Engineer)

_____

_____
(Maintenance Chief Engineer)

REPAIRED ITEM RETURNED/
REPAIRED WORK COMPLETED

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Equipment LEVEL: L2 - L3

EDUCATIONAL SKILL: Comprehension
Study Skills

I. INSTRUCTIONAL OBJECTIVES

After reading a set of directions, the student will arrange scrambled directions in the correct order.

II. INSTRUCTIONAL ACTIVITIES

A. Sequential order.

B. Following directions.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Read "How to Operate a Slicer" (p. 78) and then place the following directions in the correct order.

A. Slice a "practice" slice.

B. Place the holding plate on top to secure the item.

C. Put the item to be sliced on the chute.

D. Turn the portion control dial past zero.

E. To start the slicer, turn the master switch on.

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

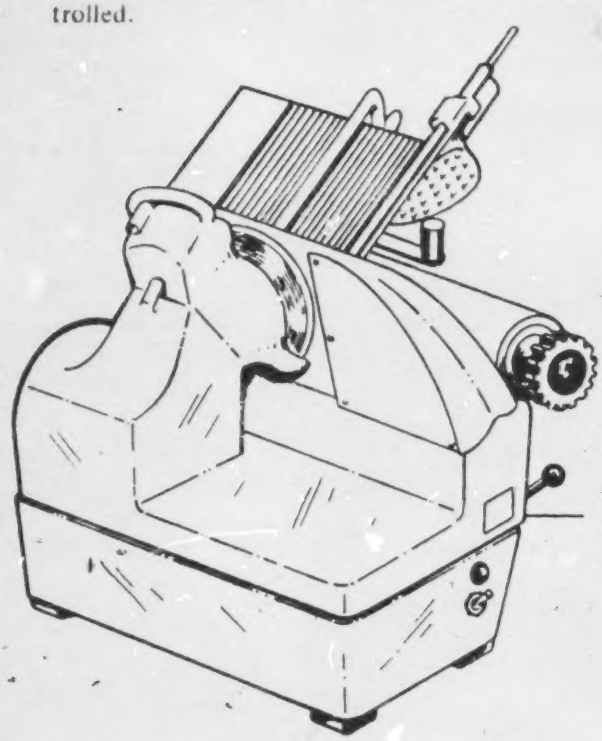
VI. BIBLIOGRAPHY

Slicer Operating Instructions.

THE SLICER

Small Kitchen Machines No. 1

There is no better way to assure exact portion control than by the use of an automatic slicing machine. With such a machine, the thickness and uniformity of each and every slice can be controlled.



By using a modern slicing machine, labor and food costs can be significantly reduced. Fully automatic slicers are available in which a food chute is driven back and forth, saving time and reducing operation fatigue by taking the arm-work out of slicing. This chute is equipped with a holding plate on which the food is placed. The upper plate has teeth on it to hold the food in place. While the chute is in motion, the food continues to drop so that it is always in line with the blade. This process is called "gravity feed." (Diag. A.)

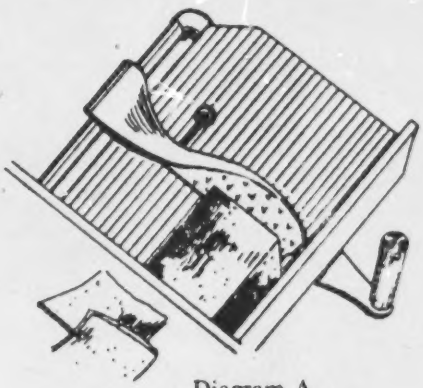


Diagram A

Variable speed, automatic slicers prevent food waste by permitting the operator to select a speed compatible with the food being sliced. (Diag. B.) The lever for selecting the speed is located on the back, right-hand corner of the machine. By turning the knob at the end of the lever, the speed selection can be locked in place. (Diag. B.)

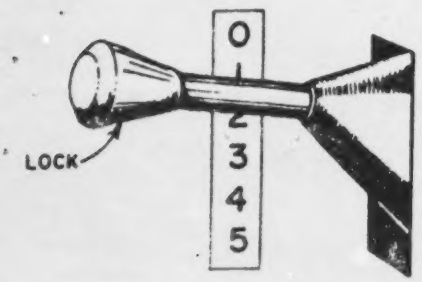


Diagram B

The dial for selecting the thickness of the slice is on the top, right-hand side of the machine. It numbers 0 through 19 for a wide range in adjustment. (Diag. C.)

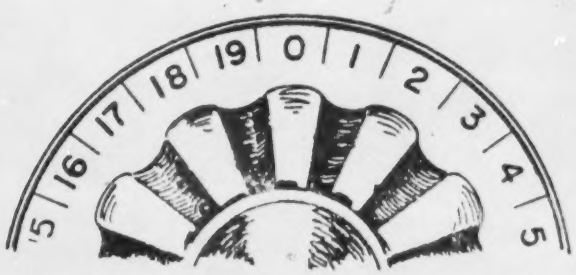


Diagram C

Located below the portion control dial is a switch which causes the machine to operate automatically. With the switch turned to the OFF position, the machine can be hand-operated. (Diag. D.)

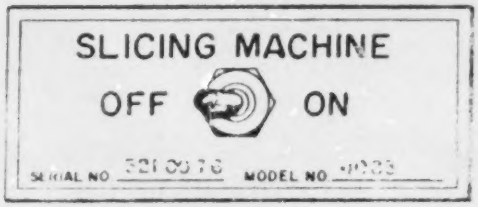


Diagram D

Also located on the lower right-hand side of the machine is the switch which turns the machine on. Close to this switch is a red indicator light which glows when the machine is on. (Diag. E.). When this switch is on, the blade moves.

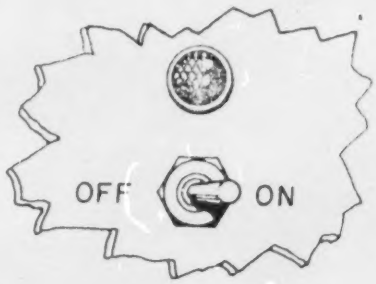


Diagram E

Many foods—hot roasts, cold cuts, hamburgers, cheese, fish, steak, fruits, vegetables, bread, etc.—can be efficiently sliced and prepared on a modern slicing machine.

HOW TO OPERATE A SLICER

1.) Put the item to be sliced on the chute.

2.) Place the holding plate (with teeth) on top to secure the item.

3.) To start the slicer, turn the master switch on.

4.) Turn the portion control dial past zero. (To stop, return dial to zero.)

5.) Slice a "practice" slice and weigh it for portion control purposes.

6.) Adjust the dial to obtain the proper thickness necessary for the portion weight. (In order to maintain the desired portion, further dial adjustment will be necessary depending on the varying size and circumference of the item being sliced. For example, a roast is unevenly shaped in comparison to a block of cheese or canned ham.)

7.) If desired, turn on the automatic control, set the desired speed and slice the item. (Never leave the machine while it is in motion!!)

8.) Variable speeds are necessary because a texture such as that of a meat product may be sliced at a faster speed than that of a tomato or orange.

NOTE: In normal position, the endweight is out of the way behind the chute. To use, unsnap the endweight (Diag. F.) and swing it around the chute. Lower the endweight until it is in contact with the food. The endweight in this position is especially useful for slicing small pieces of food. This eliminates the danger of trying to hold small pieces by hand. The use of the endweight is the gravity feed process, which is to be used at all times.

DO NOT EVER LEAVE THE MACHINE RUNNING UNATTENDED ! !

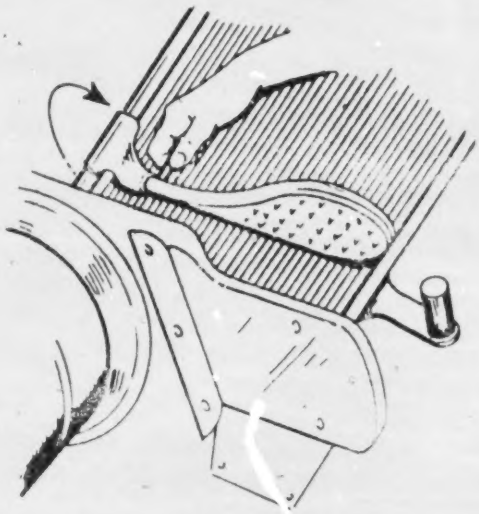


Diagram F

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Equipment LEVEL: L 3

EDUCATIONAL SKILL: Word Recognition
Comprehension

I. INSTRUCTIONAL OBJECTIVES

Given a group of sentences, the student will select the correct definition for each underlined word.

II. INSTRUCTIONAL ACTIVITIES

A. Context clues.

B. Word meaning.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Read the Slicer instructions pages 77 and 78 and the Food Cutter instructions pages 85 and 86.

A. In the following sentences choose the correct definition for the underlined words:

1. The slicing machine controls the uniformity of each slice.

2. Variable speed slicers prevent food waste by allowing you to select the best speed for the food being sliced.

3. Food drops in line with the blade while the chute is in motion. This process is called "gravity feed."

4. Variable speed slicers select speeds compatible with the food being sliced.

5. The cutter is equipped with a large - capacity stainless steel bowl.

Definitions

a. all that can be held _____

b. to keep up _____

c. a method of doing something _____

d. changeable _____

e. likeness to others _____

f. going well together _____

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

A. Teacher made evaluation.

B. On the job application.

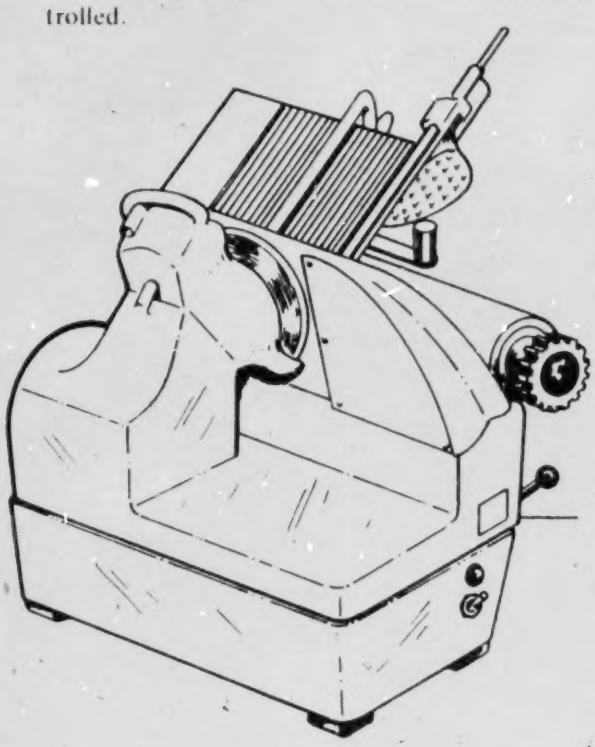
VI. BIBLIOGRAPHY

The Slicer Operating Instructions.
The Food Cutter Operating Instructions.

THE SLICER

Small Kitchen Machines No. 1

There is no better way to assure exact portion control than by the use of an automatic slicing machine. With such a machine, the thickness and uniformity of each and every slice can be controlled.



By using a modern slicing machine, labor and food costs can be significantly reduced. Fully automatic slicers are available in which a food chute is driven back and forth, saving time and reducing operation fatigue by taking the arm-work out of slicing. This chute is equipped with a holding plate on which the food is placed. The upper plate has teeth on it to hold the food in place. While the chute is in motion, the food continues to drop so that it is always in line with the blade. This process is called "gravity feed." (Diag. A.)

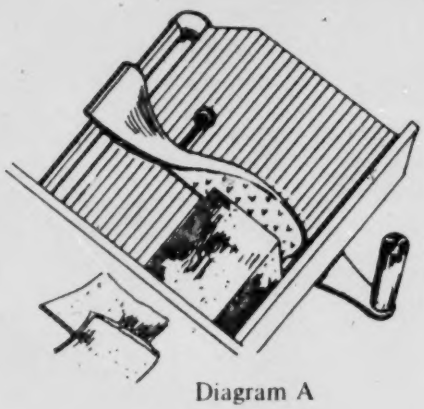


Diagram A

Variable speed, automatic slicers prevent food waste by permitting the operator to select a speed compatible with the food being sliced. (Diag. B.) The lever for selecting the speed is located on the back, right-hand corner of the machine. By turning the knob at the end of the lever, the speed selection can be locked in place. (Diag. B.)

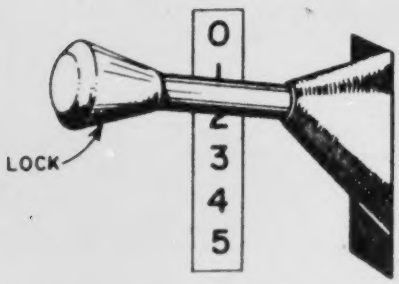


Diagram B

The dial for selecting the thickness of the slice is on the top, right-hand side of the machine. It numbers 0 through 19 for a wide range in adjustment. (Diag. C.)

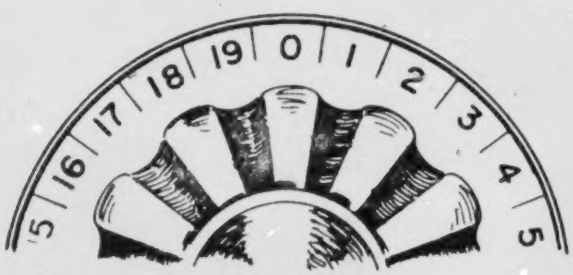


Diagram C

Located below the portion control dial is a switch which causes the machine to operate automatically. With the switch turned to the OFF position, the machine can be hand-operated. (Diag. D.)

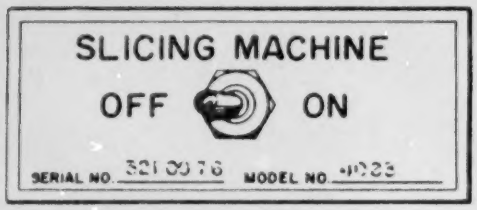


Diagram D

Also located on the lower right-hand side of the machine is the switch which turns the machine on. Close to this switch is a red indicator light which glows when the machine is on. (Diag. E.). When this switch is on, the blade moves.

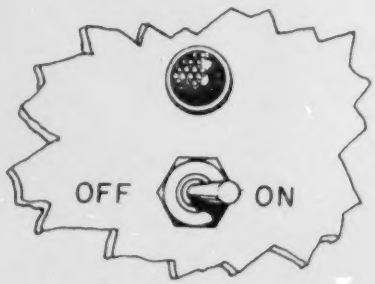


Diagram E

Many foods—hot roasts, cold cuts, hamburgers, cheese, fish, steak, fruits, vegetables, bread, etc.—can be efficiently sliced and prepared on a modern slicing machine.

HOW TO OPERATE A SLICER

1.) Put the item to be sliced on the chute.

2.) Place the holding plate (with teeth) on top to secure the item.

3.) To start the slicer, turn the master switch on.

4.) Turn the portion control dial past zero. (To stop, return dial to zero.)

5.) Slice a "practice" slice and weigh it for portion control purposes.

6.) Adjust the dial to obtain the proper thickness necessary for the portion weight. (In order to maintain the desired portion, further dial adjustment will be necessary depending on the varying size and circumference of the item being sliced. For example, a roast is unevenly shaped in comparison to a block of cheese or canned ham.)

7.) If desired, turn on the automatic control, set the desired speed and slice the item. (Never leave the machine while it is in motion!!)

8.) Variable speeds are necessary because a texture such as that of a meat product may be sliced at a faster speed than that of a tomato or orange.

NOTE: In normal position, the endweight is out of the way behind the chute. To use, unsnap the endweight (Diag. F.) and swing it around the chute. Lower the endweight until it is in contact with the food. The endweight in this position is especially useful for slicing small pieces of food. This eliminates the danger of trying to hold small pieces by hand. The use of the endweight is the gravity feed process, which is to be used at all times.

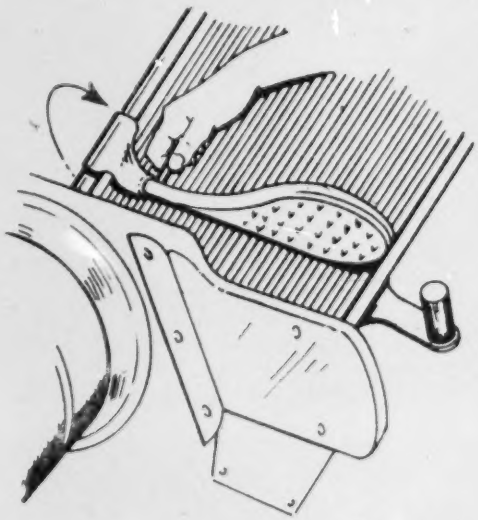
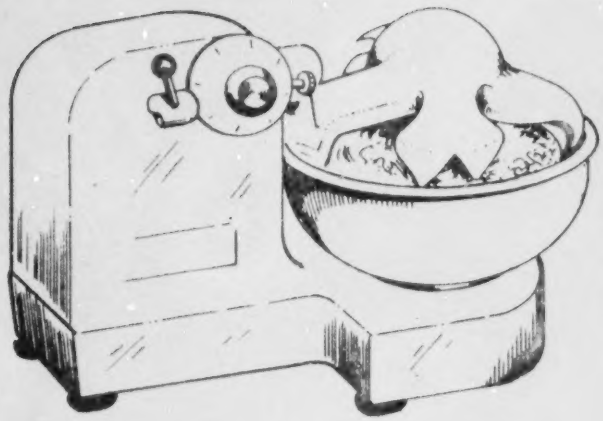


Diagram F

DO NOT EVER LEAVE THE MACHINE RUNNING UNATTENDED ! !

THE FOOD CUTTER

Small Kitchen Machines No. 3



The food cutter is a profitable addition to any kitchen. There are an unlimited number of jobs a food cutter can perform. The types of products that may be processed in a food cutter are also unlimited.

Meats, vegetables, fruits, cheese, crackers, and bread crumbs can be cut fine or coarse, depending on the length of time they are left in the bowl.

The cutter is equipped with a large-capacity stainless steel bowl, and a polished aluminum bowl cover and base. (Diag. A.)

Diagram A

The bowl cover can be lifted up by means of a handle which first has to be unlatched (Diag. B.), a safety feature.

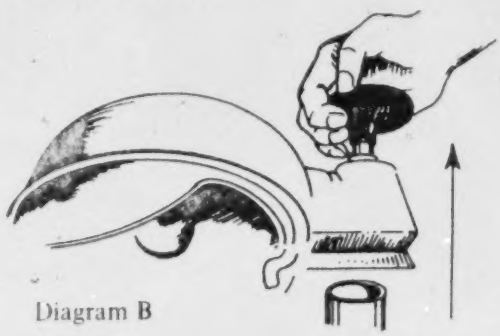


Diagram B

CAUTION: Never unlatch or lift the bowl cover until the knives have completely stopped turning!

The knives are set opposite each other on a shaft connected to the motor. They are set to cut downward. (Diag. C.)

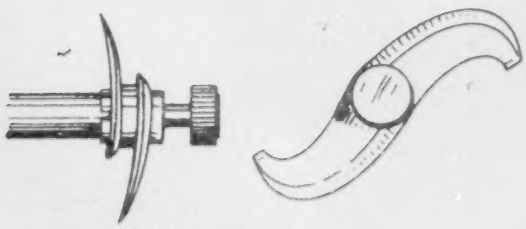


Diagram C

The only adjustment on a food cutter is the lever which turns the machine on and off. This lever-type switch is located on the front of the machine. (Diag. D.)

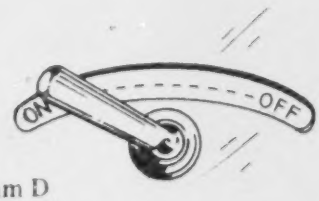


Diagram D

HOW TO OPERATE A FOOD CUTTER

1. Make sure that all the parts are properly installed.

2. Make sure the bowl cover is in place and latched. (Never operate a cutter with the blades exposed.)

3. Turn the food cutter on.

4. Feed the material directly into the food cutter bowl while the unit is in motion. (Products may be cut separately or blended.)

5. It is NEVER necessary to reach beneath the cover because the cover is designed to roll or turn the material, thus providing an automatic mixing action.

6. When feeding, or removing, food from the cutter, use a rubber or plastic spatula–not a metal one. (Diag. E.)

7. Food can be removed while the cutter is in motion, provided a spatula is used.

Diagram E

NOTE: If a foreign item is dropped into the bowl, turn off the power and wait for the blades to stop. Check for instructions as to disposal of the food.

HOW TO CLEAN A FOOD CUTTER

1. Make sure the machine is turned off and is disconnected.

2. Unlatch and lift the bowl cover.

3. Turn the knives to a horizontal position to avoid the sharp edges.

4. Turn the bowl clockwise on the base, lift off and wash.

5. Use a damp cloth to clean the machine; use protection on blades.

6. Replace bowl by turning it counter-clockwise on the base.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Forms LEVEL: L 1

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

A. Given a list of words beginning with the letters S and L, the student will indicate the initial phoneme of the words orally presented to him.

B. Given a set of three words and a key word, the student will indicate which of the three words begins like the key word.

C. Given a list of words, the student will place a check before each word which begins with the "s" sound.

II. INSTRUCTIONAL ACTIVITIES

Phonics.

Associating graphemes with phonemes in initial position.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Give the learner two index cards with the letter s printed on one, and the letter l printed on the other. Pronounce a set of three words, for which the learner must hold up the card corresponding to the initial phoneme of each word.

1.	saline	lead	single
2.	labels	stoppers	slides
3.	supplies	lancets	liners

B. Pronounce a key word and then a set of three words. Ask the learner which of the three words begin like the key word. Which word begins with an s like saline:

1.	blood	single	packed
2.	supplies	bulbs	partial
3.	medicine	liner	seal-ease
4.	plastic	stoppers	labels

C. Different consonant letters may represent the same sound in written words. For example, in the following words, the first letter represents the "s" sound.

seal some center scene

In the following list of words, place a check before each word in which you hear the "s" sound:

____	single	_____	cell
____	refill	_____	saline
____	ceramic	_____	unit
____	seal	_____	centrifuge
____	label	_____	single
____	supplies	_____	type

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Supply List Form.

SUPPLIES

Capillary Tubes

Heparinized Pre-Cal tubes

Seal-Ease

Lancets

Pre-numbered tubes

Grommets

Rubber weights

Plastic Centrifuge Bags

Hemostats

RPR Kits

RPR Antigen

RPR Positive control

Microscope bulbs

Clay Adams bulbs

Centrifuge Liners

Rubber stoppers

$CuSo_4$-1.053

$CuSo_4$- 1055

Microscope slides

Ceramic ring slides

Wax Pens

Red Lead Refills

Handiboys - Saline

Medicine Droppers

LABELS:

Group O

Group A

Group B

Group AB

Rh Pos.

Rh Neg.

Cde

cdE

Titer Not Determined

Cryoprecipitate

Platelet Concentrate

Packed Cells

Single Donor

Type and Rh checked

Whole Blood

Partial Units (Yellow)

Gamulin

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Forms LEVEL: L 2

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given a list of items and the unit price per item, the student will determine the quantity, unit cost and total cost of several items.

II. INSTRUCTIONAL ACTIVITIES

A. Multiplication.

B. Division.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Helen Isadore is in charge of ordering supplies for the local blood bank. Below is a list of items and the unit price per item:

Item	Quantity	Unit Price
Pre-numbered tubes	1 dozen	4.95
Microscopic slides	1 dozen	2.20
Medicine dropper	1 each	.35
Clay Adams bulbs	1 each	.87
Lancets	1 case (24)	12.50

Mrs. Isadore itemizes the order form as follows:

Order Form #24	Medical Supplies Company		
Item	Quantity	Unit Cost	Total
1. Medicine Dropper	10	$ .35	A_____
2. Lancets	B_____	C_____	$25.00
3. Microscope slides	5 Doz.	D_____	E_____
4. Pre-numbered tubes	2½ Doz	F_____	G_____

Fill in the missing information A, B, C, D, E, F, G

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Hospital supply list form.

SUPPLIES

Capillary Tubes

Heparinized Pre-Cal tubes

Seal-Ease

Lancets

Pre-numbered tubes

Grommets

Rubber weights

Plastic Centrifuge Bags

Hemostats

RPR Kits

RPR Antigen

RPR Positive control

Microscope bulbs

Clay Adams bulbs

Centrifuge Liners

Rubber stoppers

$CuSo_4$-1.053

$CuSo_4$- 1055

Microscope slides

Ceramic ring slides

Wax Pens

Red Lead Refills

Handiboys - Saline

Medicine Droppers

LABELS:

Group O

Group A

Group B

Group AB

Rh Pos.

Rh Neg

Cde

cdE

Titer Not Determined

Cryoprecipitate

Platelet Concentrate

Packed Cells

Single Donor

Type and Rh checked

Whole Blood

Partial Units (Yellow)

Gamulin

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels LEVEL: L 2

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

Given a Lemon Fresh Label the student will:

A. List each word on the label which contains a double consonant.

B. Divide a group of words containing double consonants into syllables.

C. Fill in the blanks of several sentences with the proper word from a group of words containing a double consonant.

II. INSTRUCTIONAL ACTIVITIES

A. Phonics.

B. Context clues.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. List each word on the Lemon Fresh Label which contains a double consonant:

1. yellow
2. irritation
3. swallowed
4. foodstuff
5. effluent
6. gallon
7. stalls
8. walls
9. ammonium
10. essential
11. internally

B. When the first vowel in a word is followed by double consonants the syllables are usually divided between the double consonants. Draw a line between the syllables in each word:

1. yellow
2. swallowed
3. gallon
4. irritation
5. ammonium
6. essential
7. effluent

C. From the group of words printed below which contain a double consonant, select the word which best completes each sentence:

gallon swallowed essential yellow walls irritation

1. Lemon Fresh is a bright (yellow) solution.
2. Many cleaning solutions are harmful if they are (swallowed).
3. One of the ingredients of Lemon Fresh concentrate is (essential) oils.
4. This product can be used to clean restroom floors and (walls).
5. Mix two ounces of Lemon Fresh with one (gallon) of water and use the mixture to clean your garbage can.
6. Do not get Lemon Fresh on your face - it can cause severe eye (irritation).

IV. TEACHER MATERIALS

Lemon Fresh Label

Teacher made activities

V. EVALUATION

Teacher evaluation

VI. BIBLIOGRAPHY

Lemon Fresh Label

This product makes a bright, clear, yellow solution when mixed with water. Do not mix with soap or other detergents.

WARNING:

Causes severe eye irritation. In case of contact, flush thoroughly with water. If irritation occurs, call a physician. Harmful if swallowed. Avoid contamination of feed or foodstuff. Rinse empty container thoroughly with water and discard it.

This product is toxic to fish. Do not discharge treated effluent into lakes, streams, or ponds.

LEMON FRESH has the fragrance of freshly squeezed lemons.

Use 2 oz. LEMON FRESH per gallon of water for toilets, rest room floors, shower stalls, refrigerators, diaper pails, garbage cans.

Use 1 oz. LEMON FRESH per gallon of water. Mop or spray walls, floors, animal quarters, air-conditioning filters, evaporative-cooler pads, public conveyances.

Use 4 oz. LEMON FRESH per gallon of water for thorough cleaning in sick rooms, hospitals, clinics. Keep surfaces wet for at least 5 minutes.

Quality *Dependability*

LEMON FRESH

Active Ingredients:

Alkyl (C_{14} 50%, C_{12} 40%, C_{16} 10%) dimethyl benzyl ammonium chloride	3.3%
Isopropanol	3.3%
Ethanol	.8%
Essential oils	.7%
Inert Ingredients	91.9%

CAUTION: KEEP OUT OF REACH OF CHILDREN. DO NOT TAKE INTERNALLY.

Net 1 gal.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels LEVEL: L 1 - L 2

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

A. Given various groups of words printed on cards, the student will indicate one word in each group as it is presented orally by the instructor.

B. Given several sentences with one word missing, the student shall fill in the blank space with the correct word from a listing of the word choices.

C. Given a group of words in which one or more letters have been eliminated the student will fill in the missing letters.

II. INSTRUCTIONAL ACTIVITIES

Sight words.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Print each group of four words on a card. Pronounce one of the words. Have the student indicate the word presented orally.

1. wool will warning <u>water</u>
2. avoid <u>aluminum</u> acetate ammonia
3. bowl beverage <u>bleach</u> bottle
4. reach removers released <u>rust</u>
5. Illinois <u>iron</u> internally irritate
6. porcelain place panel <u>physician</u>
7. containers combination <u>chemicals</u> copper

B. Using the words printed below, fill in each blank with the word that best completes the sentence.

irritate bleach chemical internally physician

1. Warning: chlorine bleach will _____ skin and eyes.

2. Chlorine _____ should not be combined with other household chemicals.

3. Ammonia is an example of a household _____.

4. Household chemicals should not be taken _____.

5. If bleach is splashed in eyes, flood with water for 15 minutes and call a _____.

C. Write the letter or letters which belongs in each blank. Read the words to the instructor.

silk	skin	leather	children	feed
_ilk	s_in	leath__	__ildren	fee_
iron	rust	water	copper	wool
ir__	__st	wat__	co__er	w__l

IV. TEACHER MATERIALS

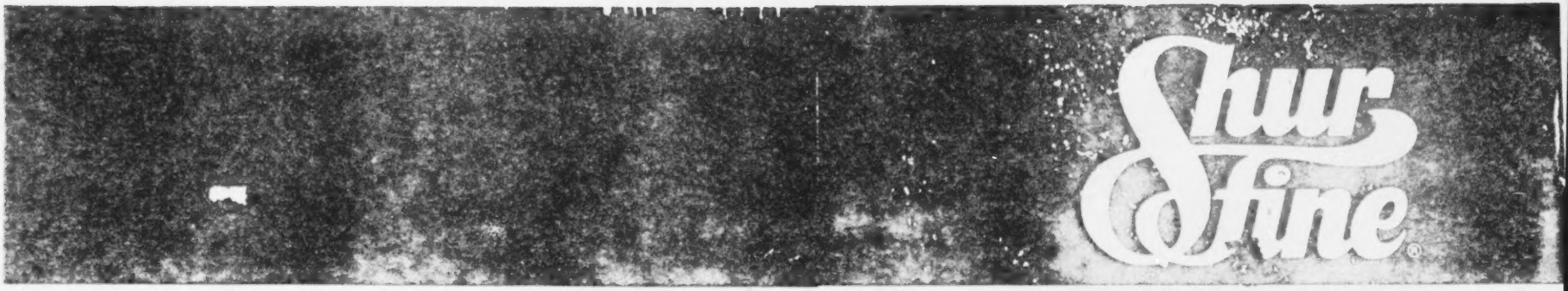
Teacher made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Shur Fine Bleach Label.



DO NOT USE ON SILK, WOOL, ACETATE, LEATHER OR SPANDEX

IMPORTANT: Do not use chlorine bleach in combination with ammonia or other household chemicals, toilet bowl cleaners, and rust removers, etc. Hazardous gases may be released if such mixing occurs.

KEEP OUT OF REACH OF CHILDREN — NOT FOR PERSONAL USE

Do not use in copper, aluminum or iron vessels. Use in porcelain or enamel lined vessel. Avoid transfer to food or beverage containers.

WARNING: WILL IRRITATE SKIN AND EYES.

Do not get on skin or in eyes. If splashed in eyes or on skin, flood with water for 15 minutes and call Physician. If taken internally, feed bread soaked in milk followed by cooking oil and call Physician.

KEEP BOTTLE UPRIGHT IN COOL PLACE

Distributed by: SHURFINE-CENTRAL CORPORATION, Northlake, Illinois 60164

BLEACH

Contains: SODIUM HYPOCHLORITE 5.25% BY WEIGHT

WARNING: WILL IRRITATE SKIN & EYES. HARMFUL IF SWALLOWED.
(See back panel for additional precautions.)

NET 1 GALLON

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Labels LEVEL: L 1

EDUCATIONAL SKILL: Word Recognition

I. INSTRUCTIONAL OBJECTIVES

A. After listening to a group of three words, the student will indicate which word has the long sound of "e".

B. Given a group of five words, the student will underline the word which contains a long vowel like the long vowel sound in the word at the beginning of the row.

C. Given a group of words in which a vowel has been omitted, the student will write in the long vowel which belongs in each blank.

II. INSTRUCTIONAL ACTIVITIES

Phonics.

Long vowel sound.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. After listening to each group of words, indicate which word has the long vowel sound of e as in Pete.

1.	bright	detergents	soap
2.	streams	diaper	pails
3.	swallowed	treated	lakes
4.	cleaning	makes	lemon
5.	fresh	clear	least
6.	yellow	squeezed	severe
7.	feed	gallon	water

B. Put a line under the word which contains a long vowel sound like the long vowel sound in the word at the beginning of the row.

d<u>a</u>y	<u>spray</u>	clear	<u>case</u>	stalls
keep	yellow	<u>cleaning</u>	<u>streams</u>	filters
d<u>i</u>me	air	<u>bright</u>	sick	<u>diaper</u>
s<u>o</u>ld	<u>soap</u>	rooms	gallon	<u>swallowed</u>

C. Write the long vowel that belongs in each blank. Read all the words and say the vowel sound of each one.

soap	makes	diaper	least
s_ap	m_kes	d_aper	l_ast
cleaning	bright	swallowed	refrigerators
cl_aning	br_ght	swall_wed	r_friger_tors

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Lemon Fresh Label.

This product makes a bright, clear, yellow solution when mixed with water. Do not mix with soap or other detergents.

WARNING:

Causes severe eye irritation. In case of contact, flush thoroughly with water. If irritation occurs, call a physician. Harmful if swallowed. Avoid contamination of feed or foodstuff. Rinse empty container thoroughly with water and discard it.

This product is toxic to fish. Do not discharge treated effluent into lakes, streams, or ponds.

LEMON FRESH has the fragrance of freshly squeezed lemons.

Use 2 oz. LEMON FRESH per gallon of water for toilets, rest room floors, shower stalls, refrigerators, diaper pails, garbage cans.

Use 1 oz. LEMON FRESH per gallon of water. Mop or spray walls, floors, animal quarters, air-conditioning filters, evaporative-cooler pads, public conveyances.

Use 4 oz. LEMON FRESH per gallon of water for thorough cleaning in sick rooms, hospitals, clinics. Keep surfaces wet for at least 5 minutes.

Quality

Dependability

LEMON FRESH

Active Ingredients:

Alkyl (C_{14} 50%, C_{12} 40%, C_{16} 10%) dimethyl benzyl ammonium chloride	3.3%
Isopropanol	3.3%
Ethanol	.8%
Essential oils	.7%
Inert Ingredients	91.9%

CAUTION: KEEP OUT OF REACH OF CHILDREN. DO NOT TAKE INTERNALLY

Net 1 gal.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Reading

CAREER KNOWLEDGE AREA: Equipment LEVEL: L 1

EDUCATIONAL SKILL: Readiness
Word Recognition

I. INSTRUCTIONAL OBJECTIVES

A. Given a set of cards printed in the upper and lower case, the student will recognize the letters d, p and c.

B. Given a copy of the Dish Machine Operation instructions, the student will locate the letters d, p and c on the first two pages.

C. After receiving assistance with writing letters, student will write and identify letters d, p and c.

D. After selecting a key word beginning with the letters d, p, and c, the student will pronounce the words found on the dish machine instructions beginning with these consonants.

II. INSTRUCTIONAL ACTIVITIES

A. Visual discrimination.

B. Phonics.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Instructor will introduce letters d, p, and c upper and lower case printed on cards. Student will locate these letters on dish machine instructions.

B. Student will identify the letters d, p and c found on the first two pages of the dish machine instructions. Note: The letters may appear at the beginning, within or at the end of a word.

C. Instructor will assist student in writing (either manuscript or cursive) letters d, p, c. Student will write the three letters until he can do so with some degree of confidence.

D. Instructor will discuss key word concept for sound discrimination. After selecting a key word beginning with letters d, p, c, the student will pronounce the words found on the first two pages of the dish machine instructions.

IV. TEACHER MATERIALS

Dish Machine Operation Instructions.

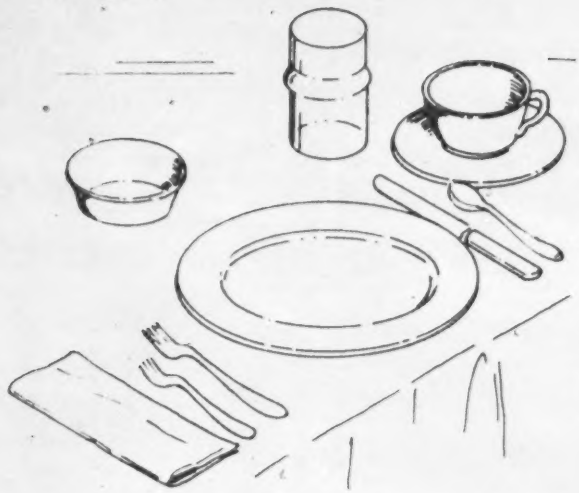
Flash cards.

V. EVALUATION

Teacher Evaluation.

VI. BIBLIOGRAPHY

Dish Machine Operation Instructions.



DISHROOM OPERATION

Tableware -glasses, china, and flatware–needs proper care and handling to insure long life. The longer tableware lasts, the less it costs per meal to use it. Therefore, it is most important that everyone involved in a food service operation be made aware of the correct steps to take in order to have a highly functional dishroom operation.

There are basically <u>three</u> steps to complete before the stage is set for dishwashing. . .

STEP 1 -EQUIPMENT

Having the right equipment for the dishroom is one-third of the battle. All racks for handling tableware should be plastic coated–or the equivalent -on the contact surfaces (Diag. A). This prevents scratching and embedding of metallic particles in the glaze of tableware. It also protects the surface from black "metal marks." These racks must be handled and stored properly.

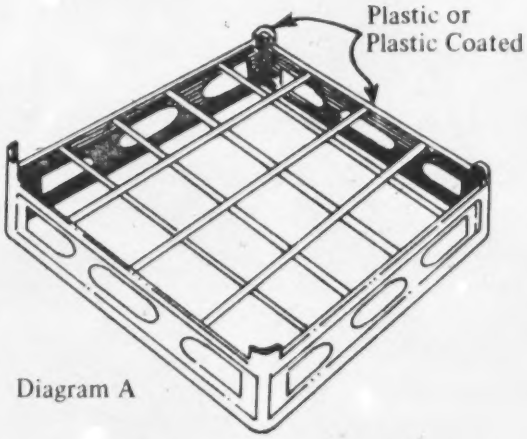


Diagram A

Dish racks should be designed to encourage loading without piece-to-piece contact (Diag. B). The design should also hold the pieces steady against water pressure sprays.

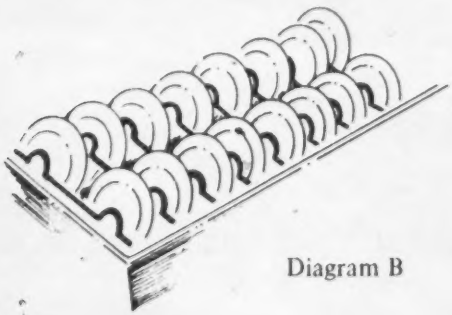


Diagram B

Spring-loaded self leveling dispensers should be used for cup and glass racks (Diag. C). The spring tension should be correct to prevent breakage. "Poker chips" (Diag. D) should be used for storing all china. The proper size dish or plate must be put into each, in order to prevent metal marking or jamming. These "poker chips" or dish carts -are attractive and can be used on the serving line. They are to be kept clean for use in the dishroom, at the serving line, and in the dining room.

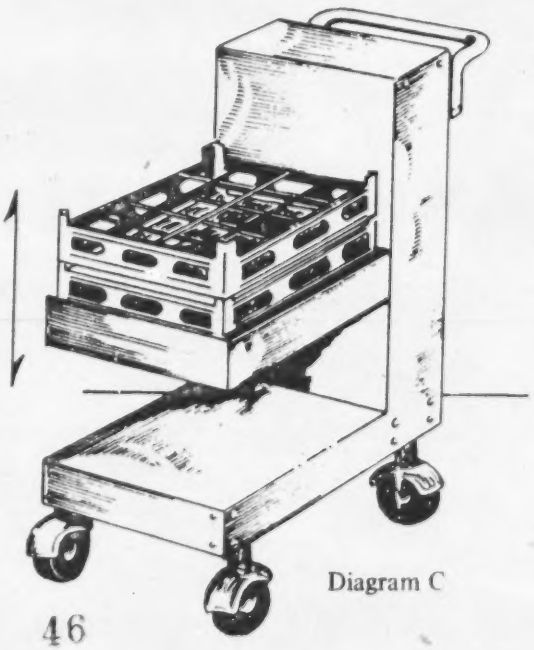
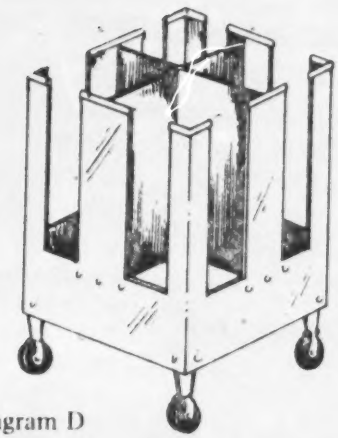


Diagram C

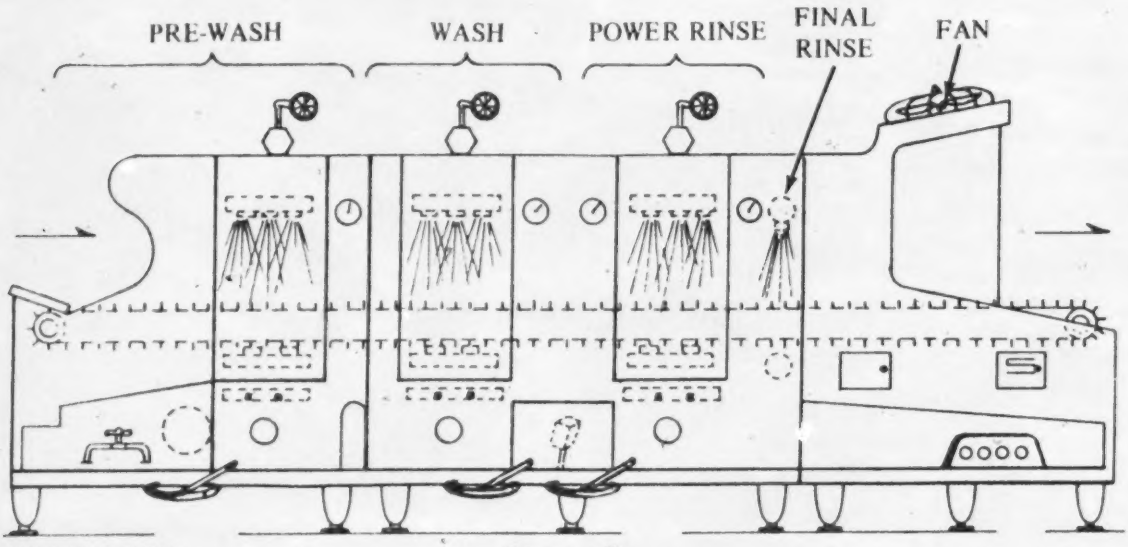
FROM: the dishroom . . .



TO: the dining room . . .

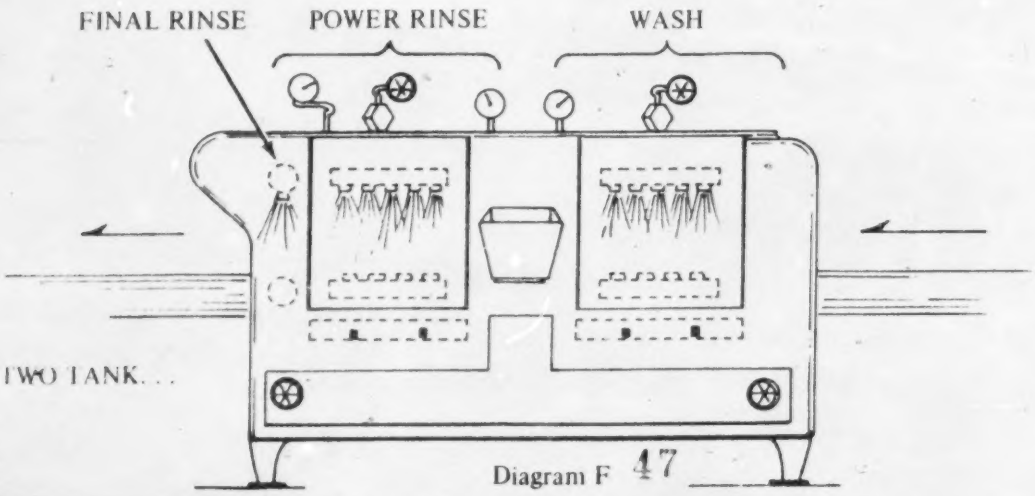
Diagram D

Included in the equipment is the dish-machine itself. Although there are many spray-type machines, ranging from simple to complex, the principle of operation is the same. The complex multiple tank machine has either two or three tanks. Both types are illustrated (Diagram E and Diagram F) and described, in general as follows:



THREE TANK. . .

Diagram E



TWO TANK. . .

Diagram F

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Measurement LEVEL: L 2

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given the proportions of a baby's formula, the student will determine how many servings can be obtained from the mixture.

II. INSTRUCTIONAL ACTIVITIES

A. Addition.

B. Division.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A doctor prescribed that a new baby should be fed four ounces of formula at every feeding. Each can of concentrated formula contains eight (8) ounces. The directions on the container of formula states that the contents should be mixed with twelve (12) ounces of water.

A. How many ounces of formula will be obtained after the milk is mixed with water?

B. How many four ounce servings can be derived from this mixture?

C. If the baby is fed once every four hours, how many servings will be needed for one day (24 hours)?

IV. TEACHER MATERIALS

Teacher made practical problems.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Measurement LEVEL: L 3

EDUCATIONAL SKILL: General Knowledge Skills

I. INSTRUCTIONAL OBJECTIVES

Given the fluid content of several cleaning solutions, the student will determine the smallest liquid measurement each one contains.

II. INSTRUCTIONAL ACTIVITIES

Liquid Measurement.

III. SUGGESTED INSTRUCTIONAL PROCEDURE

Cleaning solutions are sold in various sizes. The net content is printed on the label.

A. If a container of Lemon Fresh contains one gallon, how many ounces does it contain?

B. A bottle of Ivory Liquid dish washing detergent contains one pint 4 ounces. What is the total number of ounces in the bottle?

C. There are 48 fluid ounces in a bottle of Ajax liquid detergent. How many pints does the bottle contain?

IV. TEACHER MATERIALS

Teacher made practical problems.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels LEVEL: L 2 - L 3

EDUCATIONAL SKILL: Units of Measure
Percent
Decimals

I. INSTRUCTIONAL OBJECTIVES

A. Given basic facts of standard subdivisions of a gallon, the student will name the subdivision of four equal parts and eight equal parts of a gallon.

B. Given the percentage of one ingredient in Shur-Fine Bleach, the student will determine the weight of this ingredient in ounces.

C. Given the price of one gallon of bleach, the student will compute the cost of one case of bleach.

II. INSTRUCTIONAL ACTIVITIES

A. Capacity.

B. Percent of a given measure.

C. Multiplication involving money.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. The unit of measure "gallon" is a standard commercial measure of volume. The "gallon", however, has several standard subdivisions. Determine the name of the subdivision if the "gallon" was separated into the following number of equal parts:

(1) four equal parts: _____

(2) eight equal parts: _____

B. Shur Fine Bleach contains 5.25% of sodium hypochlorite by weight. What is the weight in ounces of sodium hypochorite in one (1) gallon of Shur Fine Bleach (1 gallon = 128 ounces)?

C. The cost of Shur Fine Bleach is $2.37 per gallon. What would be the cost of a case (twelve (12) gallons) of Shur Fine Bleach?

IV. TEACHER MATERIALS

Teacher made mathematics problems.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Shur Fine Bleach label.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Health Services

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Labels LEVEL: L 2 - L 3

EDUCATIONAL SKILL: Decimals
Units of Measure
Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

A. Given five numerals containing a decimal, the student will add the numerals.

B. Given the percentage by volume of two ingredients, the student will determine the number of ounces in each ingredient.

C. Given the recommended mixture of Lemon Fresh and water for various surfaces to be cleaned, the student will determine the average mixture of the three mixes.

II. INSTRUCTIONAL ACTIVITIES

A. Addition of decimal numerals.

B. Weights and measures.

C. Determining averages.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Add the following decimal numerals:

3.3, 3.4, .8, 1.7, 91.9

B. An estimated 3.3% by volume of Lemon Fresh contains alkyl and .7% contains essential oils. How many ounces of alkyl and essential oils are there in one gallon of Lemon Fresh? (1 pint = 16 ounces. 128 ounces = 1 gallon.)

_____ounces of alkyl
_____ounces of essential oil

C. The recommended mixture of Lemon Fresh and water varies with the surface to be cleaned. For instance, 2 oz. per gallon of water is recommended for restroom floors, 1 oz. per gallon for mopping walls, and 4 oz. per gallon for sick rooms. What is the average mixture of the three mixtures above?

IV. TEACHER MATERIALS

Teacher made mathematics problems.

V. EVALUATION

Teacher evaluation.

VI. BIBLIOGRAPHY

Lemon Fresh label.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Tax Deductions LEVEL: L 3

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given the net pay for a period of one week, the student will compute the additional amount of money he would receive if the percentage of federal withholding tax was decreased.

II. INSTRUCTIONAL ACTIVITIES

Percent

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Fred read in the newspaper that federal tax withholdings would be decreased 2.5% of total net pay. Fred wants to determine the exact additional amount of money he will receive at the end of the week.

Fred's net pay is $150.00 a week.

What will his additional pay be for one week?

IV. MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Social Security Payments LEVEL: L 3

EDUCATIONAL SKILL: Whole Numbers
Decimals
Percentage

I. INSTRUCTIONAL OBJECTIVES

A. Given examples of nine (9) digit numbers, the student will read the numerals stated on a Social Security card.

B. Given a hypothetical situation, the student will determine the total amount of Social Security taxes an individual will pay.

II. INSTRUCTIONAL ACTIVITIES

A. Whole Numbers.

1. Reading numbers.

2. Multiplication.

B. Decimals.

C. Percentage.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Read the following numerals:

509-26-1375 608-67-1408 762-53-1362

Look at your Social Security card. Is your number similar to the examples above?

B. Harry's weekly salary is $96.00. The Social Security deduction is 4% of your gross pay ($96). What is his total Social Security payment?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Payroll LEVEL: L 2 - L 3

EDUCATIONAL SKILL: Whole Numbers
Fractions
Decimals

I. INSTRUCTIONAL OBJECTIVES

A. Given an hourly rate, the student will calculate the gross pay for a regular 40-hour week.

B. Given a regular hourly rate, the student will calculate the amount of overtime pay received for two hours of overtime work.

C. Given the total gross pay and a list of deductions, the student will determine the total amount deducted per pay period.

D. Given the net pay for one week, the student will compute the monthly net income.

II. INSTRUCTIONAL ACTIVITIES

A. Whole Numbers.

1. Addition.

2. Subtraction.

3. Multiplication.

B. Fractions.

C. Decimals.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Irving works for the city in a Worker I position. He is paid $2.30 per hour. How much money will Irving receive for a 40-hour work week?

B. Some weeks Irving works overtime. He gets paid time and a half for this work. If he earns $2.30 per hour for regular time, how much money will he receive for two hours of overtime work?

C. Irving's gross pay is $92.00 per week. The following tax deductions are taken out of his check:

Social Security	$2.93
Federal Income Tax	7.42
State Income Tax	1.35

How much is deducted from his gross pay each week?

D. Based on the information given in section C above, what is the total amount of net pay Irving will receive per month?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Insurance Deductions LEVEL: L 2

EDUCATIONAL SKILL: Whole Numbers

I. INSTRUCTIONAL OBJECTIVES

Given the gross pay and net pay along with other deductions, the student will determine how much he pays for insurance each pay period.

II. INSTRUCTIONAL ACTIVITIES

A. Addition.

B. Subtraction.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

Frank works for the city. His gross pay is $100.00 per week. He does not take all of this money home because of various deductions which are as follows:

Federal Income Tax	$15.20
Union Dues	2.00
Credit Union	1.50
Social Security	.75
Retirement	1.00

The only deduction not listed is for insurance. If Frank's net pay is $70.00, how much does he pay for insurance?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.

PROJECT APPLE CORE
INSTRUCTIONAL PACKET

TITLE: Occupational Orientation

INSTRUCTIONAL PLAN: Mathematics

CAREER KNOWLEDGE AREA: Union Dues LEVEL: L 3

EDUCATIONAL SKILL: Whole Numbers
Decimals
Percent

I. INSTRUCTIONAL OBJECTIVES

A. Given the monthly gross pay and the percentage to be withheld for union dues, the student will compute the amount paid for union dues.

B. Given the total net pay and the amount of union dues withheld each month, the student will figure out the percentage withheld.

II. INSTRUCTIONAL ACTIVITIES

A. Whole Numbers.

1. Multiplication.

2. Division.

B. Decimals.

C. Percent.

III. SUGGESTED INSTRUCTIONAL PROCEDURES

A. Sam's gross pay per month is $535.00. He pays 2% of his salary to the union. How much are his monthly union dues?

B. Tom pays $20.96 per month for union dues. His gross pay is $525.00. What percentage of his gross pay is withheld each month for union dues?

IV. TEACHER MATERIALS

Teacher made activities.

V. EVALUATION

Teacher evaluation.